NCES 2007-495UT4

The Nation's Report Card Mathematics 2007

State Snapshot Report

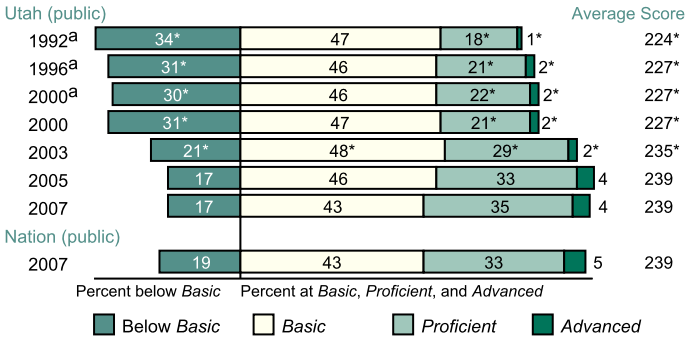
Utah
Grade 4
Public Schools

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Utah

- In 2007, the average scale score for fourth-grade students in Utah was 239. This was not significantly different from their average score in 2005 (239) and was higher than their average score in 1992 (224).[1]
- Utah's average score (239) in 2007 was not significantly different from that of the nation's public schools (239).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Utah was higher than those in 16 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 22 jurisdictions.[2]
- The percentage of students in Utah who performed at or above the NAEP *Proficient* level was 39 percent in 2007. This percentage was not significantly different from that in 2005 (37 percent) and was greater than that in 1992 (19 percent).
- The percentage of students in Utah who performed at or above the NAEP *Basic* level was 83 percent in 2007. This percentage was not significantly different from that in 2005 (83 percent) and was greater than that in 1992 (66 percent).

Percentages at NAEP Achievement Levels and Average Score



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

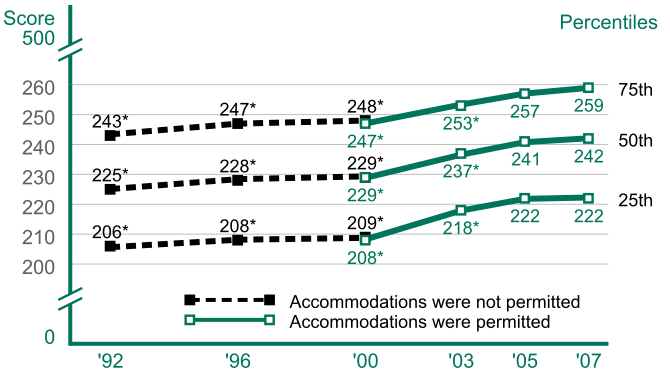
Performance of NAEP Reporting Groups in Utah: 2007

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	51	241	16	84	42	5
Female	49	238	18	82	37	3
White	80	244	12	88	45	5
Black	1	‡	‡	‡	‡	‡
Hispanic	15	220	42	58	16	1
Asian/Pacific Islander	2	244	11	89	44	5
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	37	229	29	71	25	2
Not eligible for National School Lunch Program	62	246	11	89	48	6

Average Score Gaps Between Selected Groups

- In 2007, male students in Utah had an average score that was higher than that of female students by 3 points. In 1992, there was no significant difference between the average score of male and female students.
- Data are not reported for Black students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2007, Hispanic students had an average score that was lower than that of White students by 24 points. In 1992, the average score for Hispanic students was lower than that of White students by 20 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 17 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2007.
↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

[1] Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Utah were 2 percent and 1 percent in 2007, respectively.For more information on NAEP significance testing see http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical.

[2] "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.